What is Dual Language Education?

Massachusetts Association for Bilingual Education, 2013

Agenda

- Definition – what is a dual language program?
- Dual Language program goals
- Non-negotiable components
- Different types of programs
  - Dual Language programs
  - Non-dual language programs
- A look at Two-Way Implementation options
- Benefits of dual language
- What does research say?

Definition

- Dual language programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages
- Dual language is an additive form of education in which students are taught literacy and content in two languages
- Dual language programs use the target/partner language for a minimum of 50% of the instructional day
- These programs extend for at least 5 years

Source: www.dual-language.org

Dual Language Program Goals

Elementary Level

All students will.....

- Be at or above grade level
- Become bilingual & biliterate by
  - Developing high levels of academic proficiency in their first language
  - Developing high levels of academic proficiency in a second language
- Demonstrate positive cross-cultural attitudes and behaviors/ "cross-cultural competency"

Taken from a DLeNM presentation

Secondary Level

All students will.....

- Attain high academic abilities in both English and the target language
- Become fully bilingual and biliterate
- Develop multicultural competence
- Develop student leadership skills
- Be prepared for global careers and citizenship

Dual Language Non-Negotiables

Elementary Level	Middle School	High School
• A minimum of 50% to a maximum of 90% of instruction in the target language • Strict separation of languages for instruction (no translation) • K-12 commitment (min. of K-5 if you district does not yet have secondary DL programs)	•Required to take language arts in the target language from 6th-8th grade in addition to another core content course taught in the target language each year from 6th- 8th grade . •Strict separation of instruction – 100% of class taught in the target language •K-12 commitment	•A minimum of eight credits in the target language over the course of 9th-12th grade with a minimum of four credits in core content areas (math, science, social studies, & language arts) •Strict separation of instruction – 100% of class taught in the target language •K-12 commitment

Note: Based on the program design of the school, 6th grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6th grade dual language programs at a middle school site will follow the non-negotiables for 6th-8th grade programs.

Types of Dual Language (DL) Programs

Source: Howard, E. R., Olague, N., & Rogers, D. (2003). *The dual language program planner: A guide for designing and implementing dual language programs* (p. 3). Washington, DC and Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

Types of Dual Language Programs

- Heritage Language Program
  - Students who are dominant in English but whose parents, grandparents, or other ancestors speak or spoke the target language
  - Goal is exposure and development of family language
- Development (or maintenance) Bilingual
  - Students who are native speakers of the target language (Spanish) but may have low language skills. These students often score low on language dominancy tests in both languages because the second language has been introduced before building strong skills in their L1.
  - Their L1 continues to be strengthened while they are acquiring English.

Types of Dual Language Programs

- One-Way Immersion or Foreign Language Immersion
  - Primarily native English speakers
  - Goal is for English speakers to attain foreign language
- Two-Way Immersion
  - Balance of native English speakers and native speakers of target/partner language
  - Goal is academic and social competency in both languages

Non-Dual Language Programs
Bilingual Approach

- Transitional Bilingual (Early Exit)
  - Native language instruction for native Spanish speakers for 1-3 yrs. To help transition to all English instruction

- Transitional Bilingual (Late Exit)
  - Native language instruction for native speakers of Spanish for 3-5 years to maintain native language while acquiring English proficiency

Non-Dual Language Programs
ESL Approach

- ESL
  - Instruction designed to promote the acquisition of English
- Sheltered English Immersion
  - Instruction designed to promote the acquisition of English using content area
- English Submersion
  - Goal is for ELL students to learn English as quickly as possible and English is the only medium of instruction

Exhibit 2. Summary comparison of instructional traits across different language instruction educational program models

	ESL approach			Bilingual approach			
Model trait	ESL	Content-based ESL	SI	TBE	DBE	TWI	Newcomer
ELs and non-ELs receive instruction together.	No	No	Yes	No	No	Yes	No
Certified ESL instructor is primary teacher.	Yes	Yes	No	Yes	Yes	Maybe	Yes
Language and content goals are integrated.	No	Yes	Yes	Maybe	Maybe	Maybe	No
Bilingualism and biliteracy are program goals.	No	No	No	No	Yes	Yes	No
Requires teachers who are fluent in students' L1.	No	No	No	Yes	Yes	Yes	No
Implemented for specific grade levels.	No	No	No	Yes	Yes	Yes	Yes
Compatible with (other) ESL models.	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Note: ESL = English as a second language; SI = sheltered instruction; TBE = transitional bilingual education; DBE = developmental bilingual education; TWI = two-way immersion.

A look at Implementation Options for Two-Way Programs

- Program Design
  - 50:50 or 90:10
- Literacy Development
  - Native Initial Literacy Development or simultaneous Bi-literacy Development
- Immersion Levels
  - Full Immersion or Partial Immersion

Figure 3.3

Separation of the Two Languages

By teacher	**Team teaching:** • One teaches in English in one classroom; the other teaches in the partner language in the other classroom located next door or across the hall.
By time in each language	**E.g., 50:50 model:** • Alternate mornings and afternoons • Alternate by one day **Only after students are more proficient in their L2:** • Alternate every two days, or • Alternate every other week
By subject	The first year, some subjects are taught in one language and the rest in the other language, with language arts taught in both languages. In subsequent years, the subjects alternate to the other language, so students wrestle cognitively and acquire vocabulary/language discourse in both languages for all subjects. Thematic units provide scaffolding and natural learning connections between the two languages, with different material covered in each language.

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The Role of the English Teacher in Two-Way Immersion

- In Two-Way programs there is strict language separation. On the English-side all instruction is in English using Sheltered-English strategies and methods. Highly skilled teachers of English Language Arts as well as teachers of content in English are required.
- Language must be taught explicitly as well as through content. Effective Two-Way Programs will have an English Language Arts component for direct English language instruction.

Two-Way (Dual Language) programs require teachers who demonstrate competency in:

- Teaching subject matter in a language other than English as well as in English
- Teaching across the 4 domains (listening, speaking, reading, & writing) of language acquisition for first and second language learners
- Assessing language development **and** content mastery in **two** languages
- Understanding and applying cross cultural factors(considerations) that influence academic achievement
- Implementing a breadth and depth of pedagogy for teaching multiple language groups with the goal of achieving bilingualism and biliteracy

Advantages for Native English Speakers

- Students achieve at the same or higher levels in English compared to their English-only speaking peers in English-only classroom;
- Students develop very positive attitudes about students of other language and cultural backgrounds;

  AND/OR

- Students develop very positive attitudes about their heritage language and cultural background

Advantages for Native Spanish Speakers (or other Language)

- Students achieve at the same or higher levels in **English than their peers enrolled in other** programs.
- Increased sense of pride and self-esteem.
- School – models of proficiency in Spanish
- Home – Students develop very positive attitudes about their heritage language and cultural background and are able to continue communicating with their family

Benefits of Two-Way Immersion

Benefits shared with elementary TWI programs	Additional benefits of secondary TWI programs
•Lower likelihood of tracking and other practices that might be detrimental to language minority students •Development of bilingualism and biculturalism •Development of positive cross-cultural attitudes •Development of cognitive flexibility •Provision of an efficient model for serving the second language needs of ELLs and NES	•Continued development of second language skills •Preparation to enter advanced language courses in high school or college •Preparation for additional languages in high school or beyond •Preparation to earn college credit through Advanced Placement language exams •Enhanced internship and employment opportunities post-high school or college

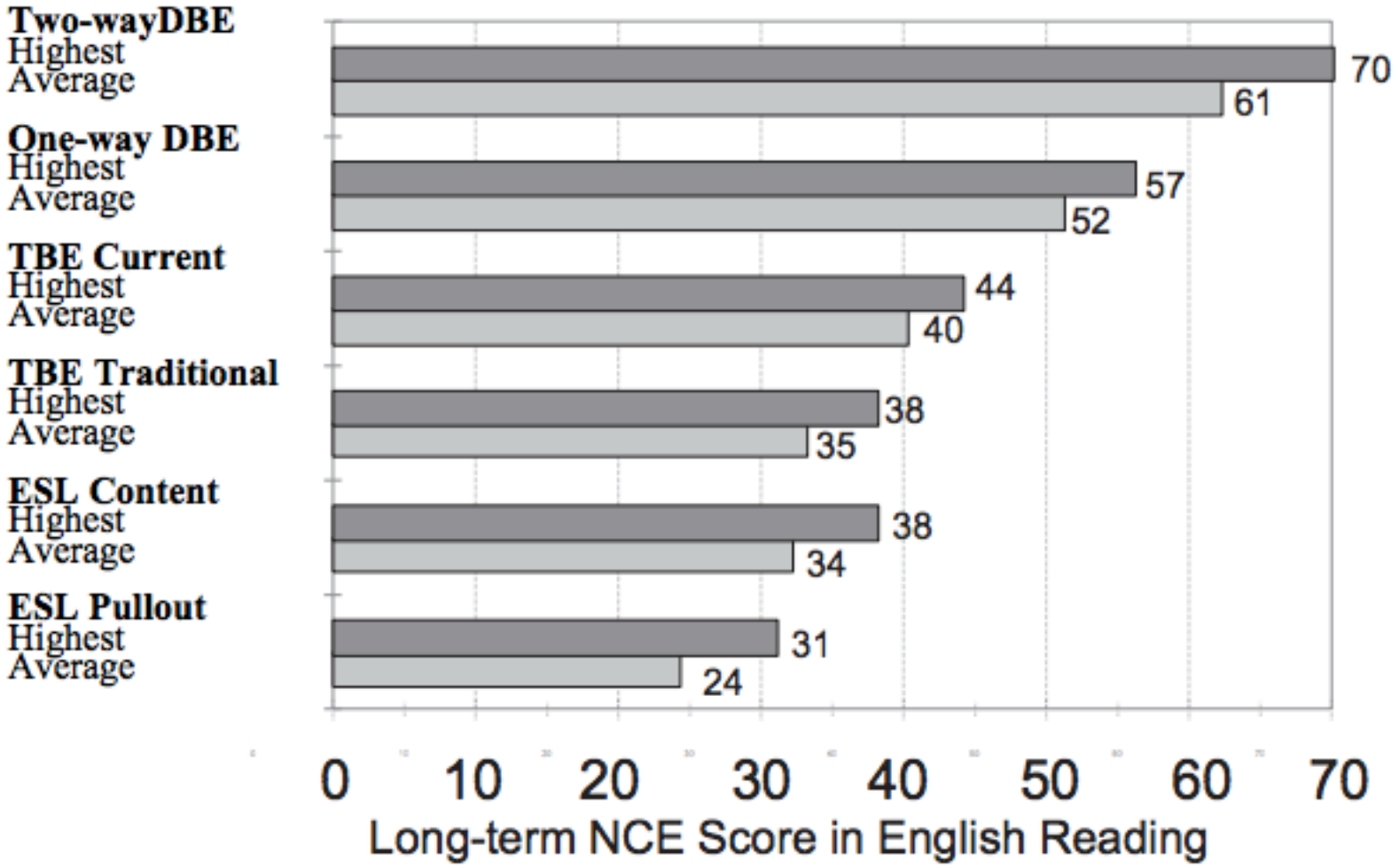
What Does the Research Say?

- Dual Language Programs are the only programs that assist students to fully reach the 50th percentile in both their first and second languages in all subjects and to maintain that level or higher through the end of schooling.

  - *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement Final Report (Thomas & Collier, 2002)*

Figure 9

Average and Highest Group Long-term Achievement of Former English Learners in 11th Grade English Reading NCEs by Well-implemented Program Type



NOTE: Students began exposure to English in Kindergarten, attended one of the above programs in elementary school, and received regular mainstream instruction in English during middle and high school.

Thomas & Collier Research Supports Dual Language Programming

- Thomas and Collier conducted research throughout the North Carolina school districts (2011)
- Their findings document that Dual Language programs…
  - **Increase** the Reading and Math **achievement of all students** regardless of subgroup, and
  - Appear to be a substantially **effective** means of addressing North Carolina's large **achievement gaps** for current
    - **Limited-English-proficient students**,
    - Non-language minority native-English speaking **African-American students,**
    - **Students of low-socioeconomic status,** and possibly
    - Special education students

Source: http://esl.ncwiseowl.org/resources/dual_language/

Thomas & Collier Research Supports Dual Language Programming

Figure 7: 2009 EOG Reading Achievement of Current LEP Students In Dual Language Programs Compared to Current LEP Students Not In Dual Language Programs By Grade

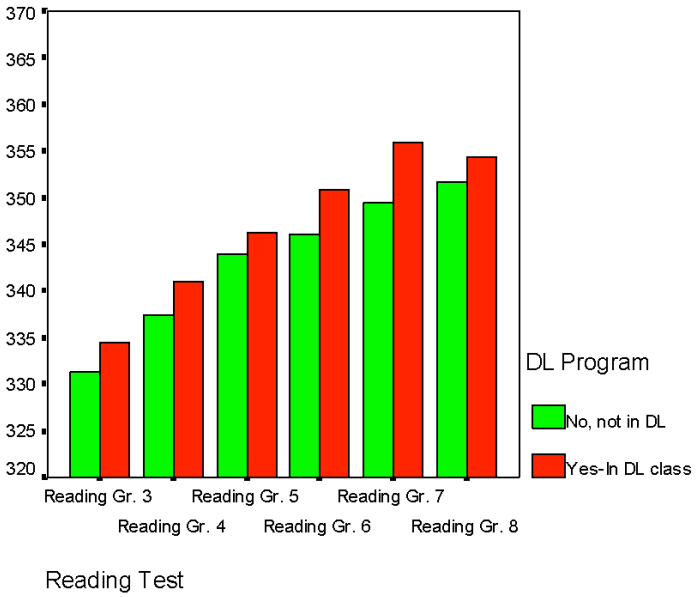
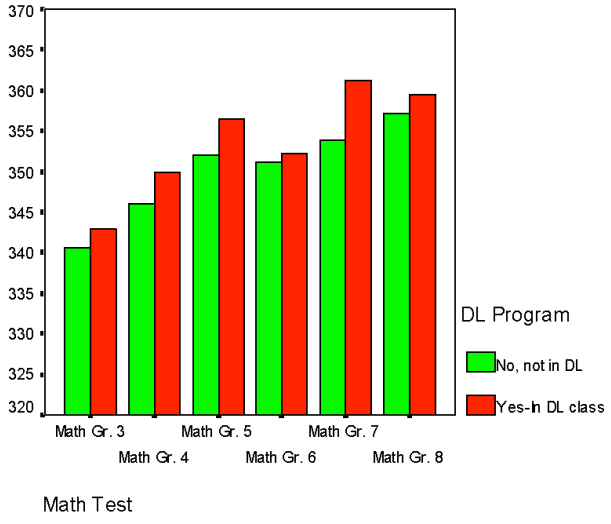
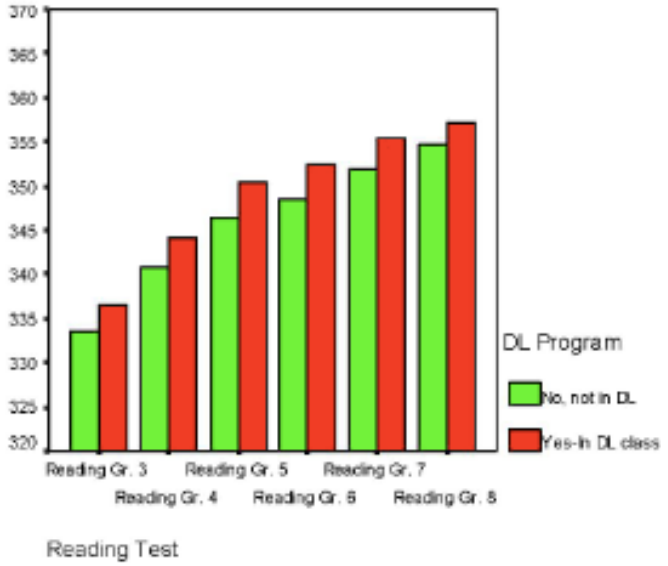


Figure 8: 2009 EOG Math Achievement of Current LEP Students In Dual Language Programs Compared to Current LEP Students Not In Dual Language Programs By Grade



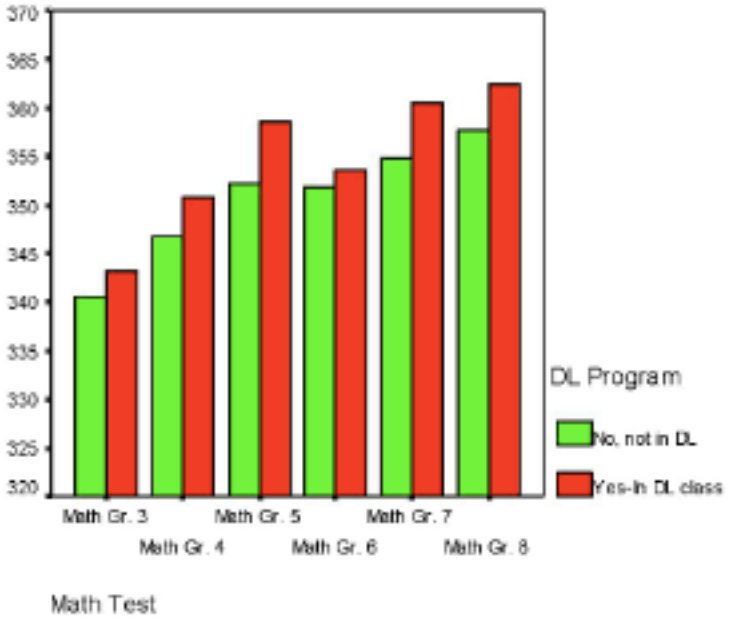
Thomas & Collier Research Supports Dual Language Programming

Figure 19: 2009 EOG Reading Achievement of Low-SES Students In DL Programs Compared to Low-SES Students Not In DL Programs By Grade



English Learners in North Carolina, 2010 – Year 2. Wayne P. Thomas & Virginia P. Co

Figure 20: 2009 EOG Math Achievement of Low-SES Students In DL Programs Compared to Low-SES Students Not In DL Programs By Grade



Thomas & Collier Research Supports Dual Language Programming

Figure 23: 2009 Reading Achievement For Special Education Students By Grade and Program Type

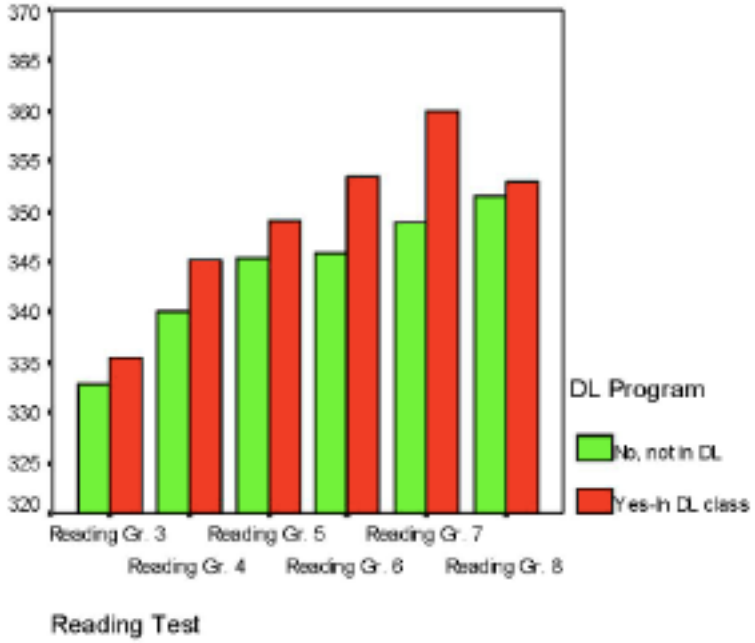
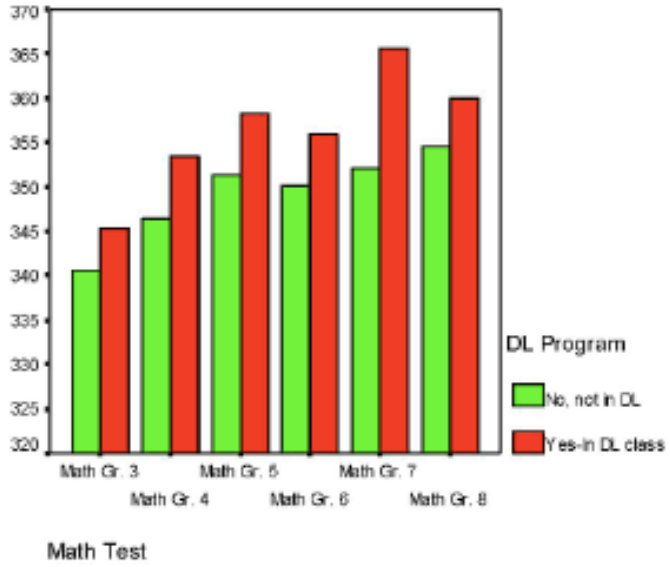
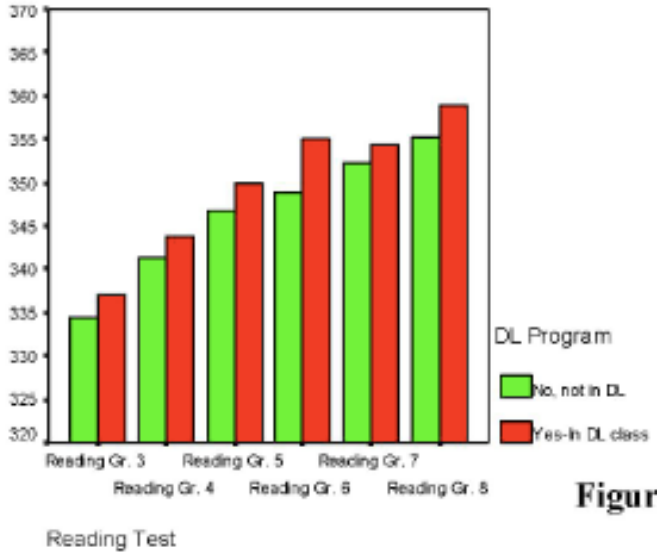


Figure 24: 2009 Math Achievement For Special Education Students By Grade and Program Type



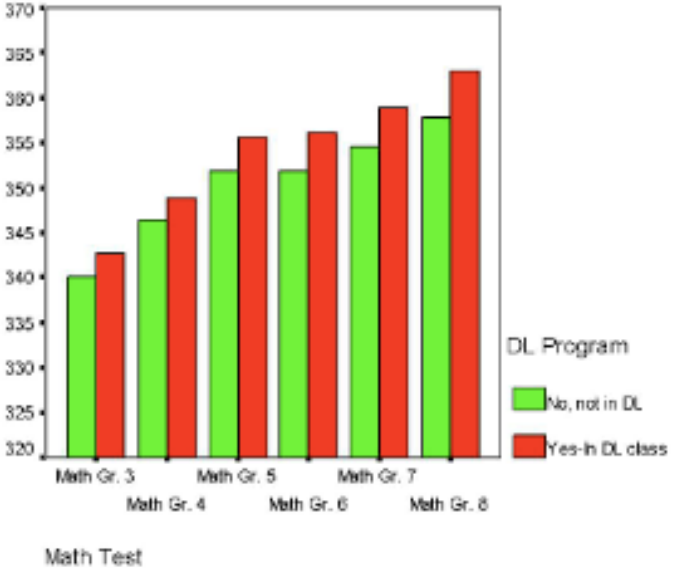
Thomas & Collier Research Supports Dual Language Programming

Figure 11: 2009 EOG Reading Achievement of African-American Students In DL Programs Compared to African American Students In Non-DL Programs By Grade



English Learners in North Carolina, 2010 – Year 2. Wayne P. Thomas &

Figure 12: 2009 EOG Math Achievement of African-American Students In DL Programs Compared to African American Students Not In DL Programs By Grade



Thomas & Collier Research Supports Dual Language Programming

Figure 15: 2009 EOG Reading Achievement of White Students In DL Programs Compared to White Students Not In DL Programs By Grade

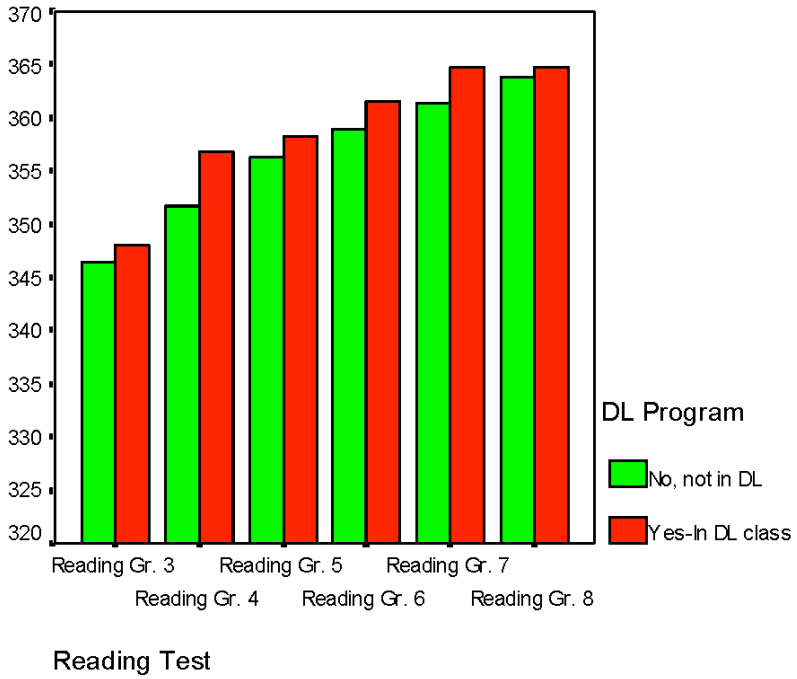
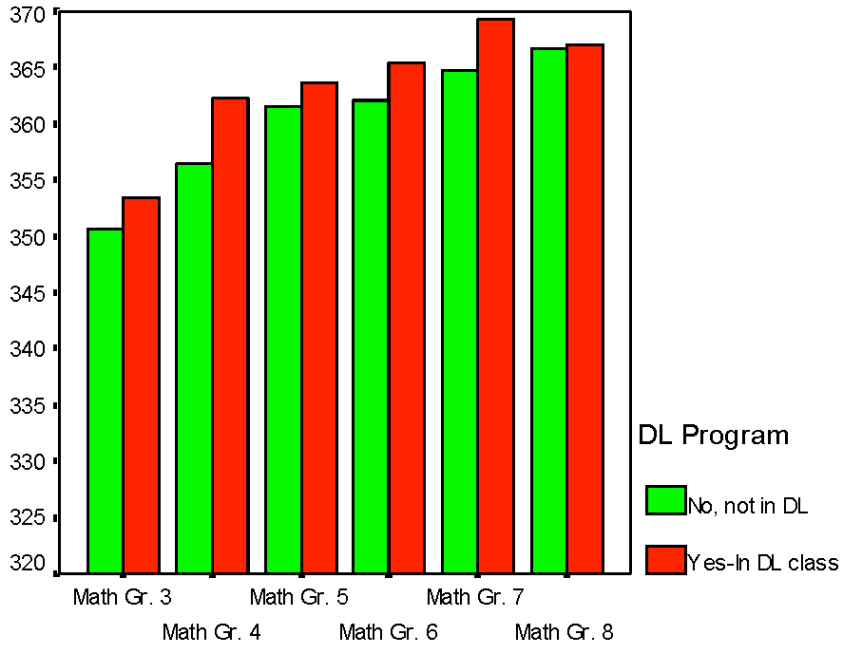
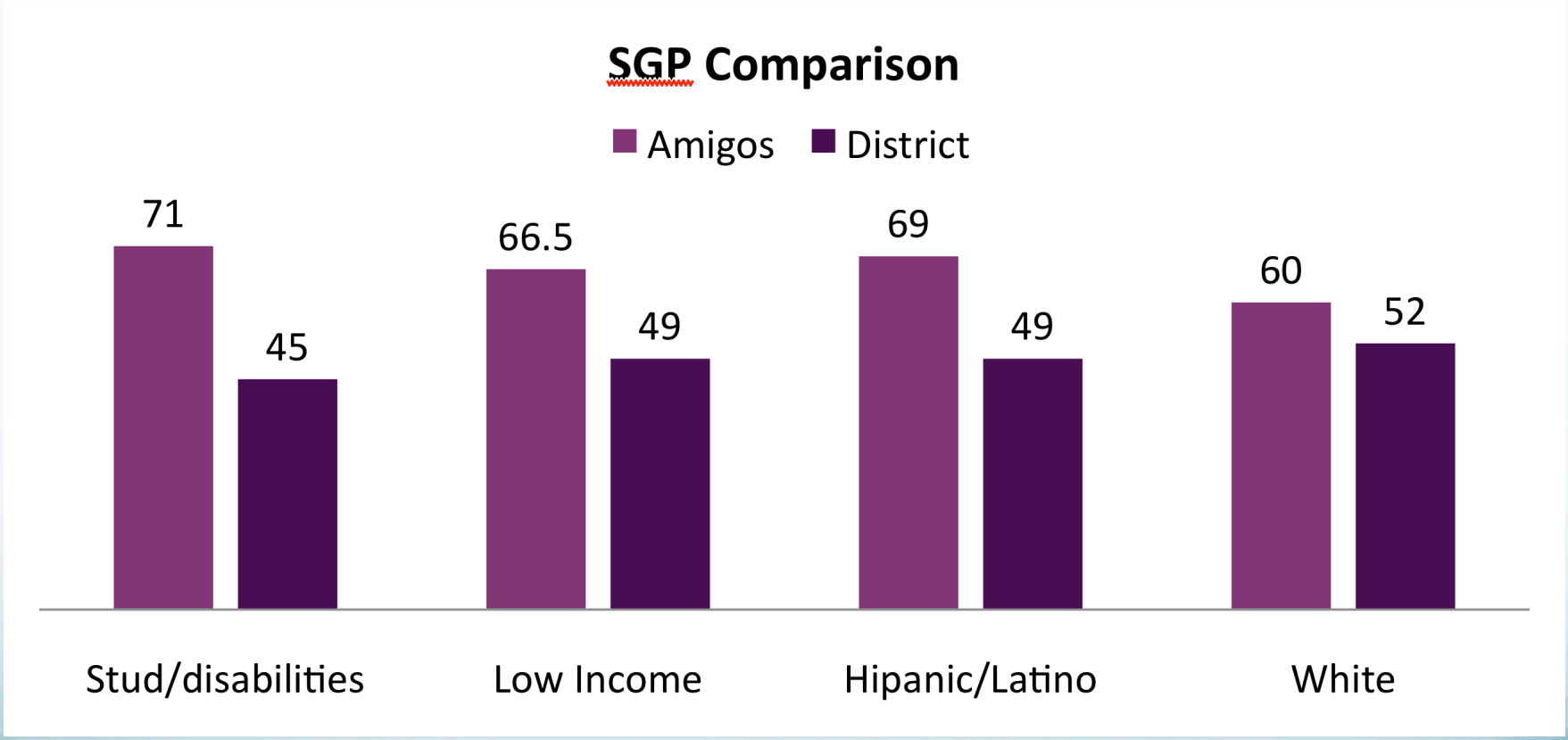


Figure 16: 2009 EOG Math Achievement of White Students In DL Programs Compared to White Students Not In DL Programs By Grade

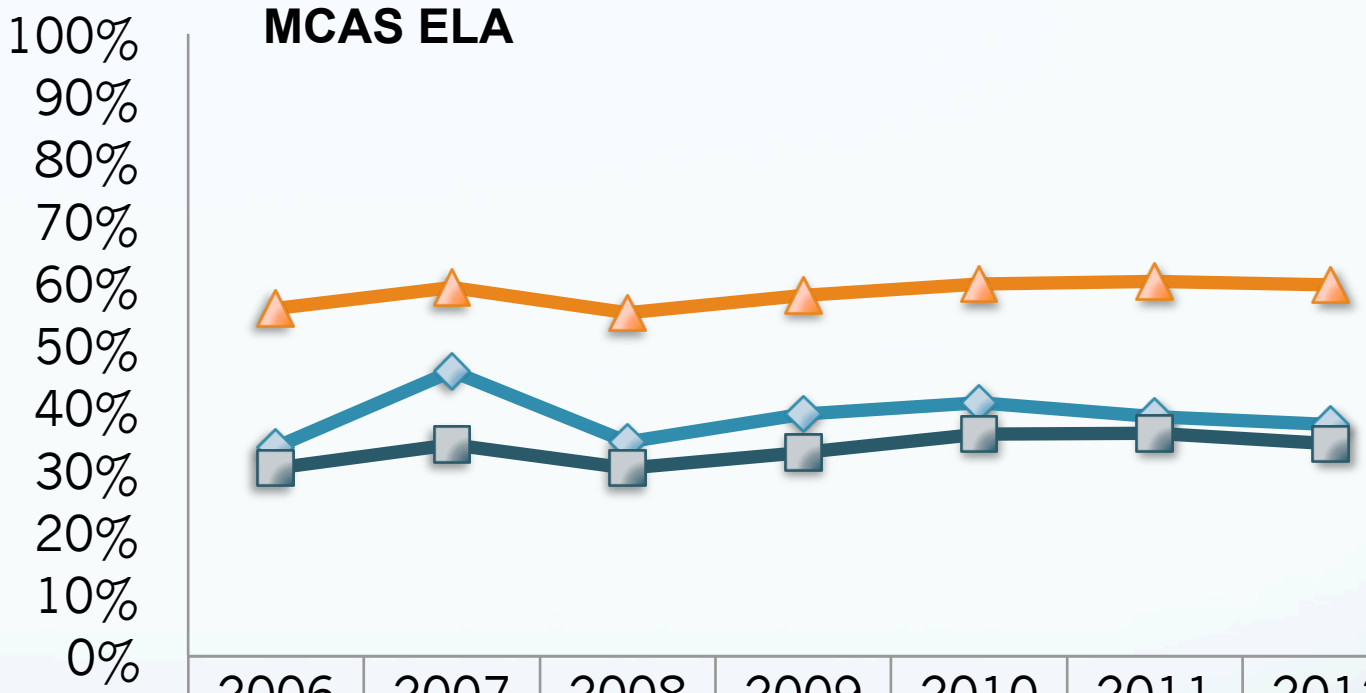


MA Comprehensive Assessment (MCAS)-English Language Arts: Student Growth Percentile (SGP) for All Grades Comparison of Amigos School (Cambridge) Students with District: Spring 2011



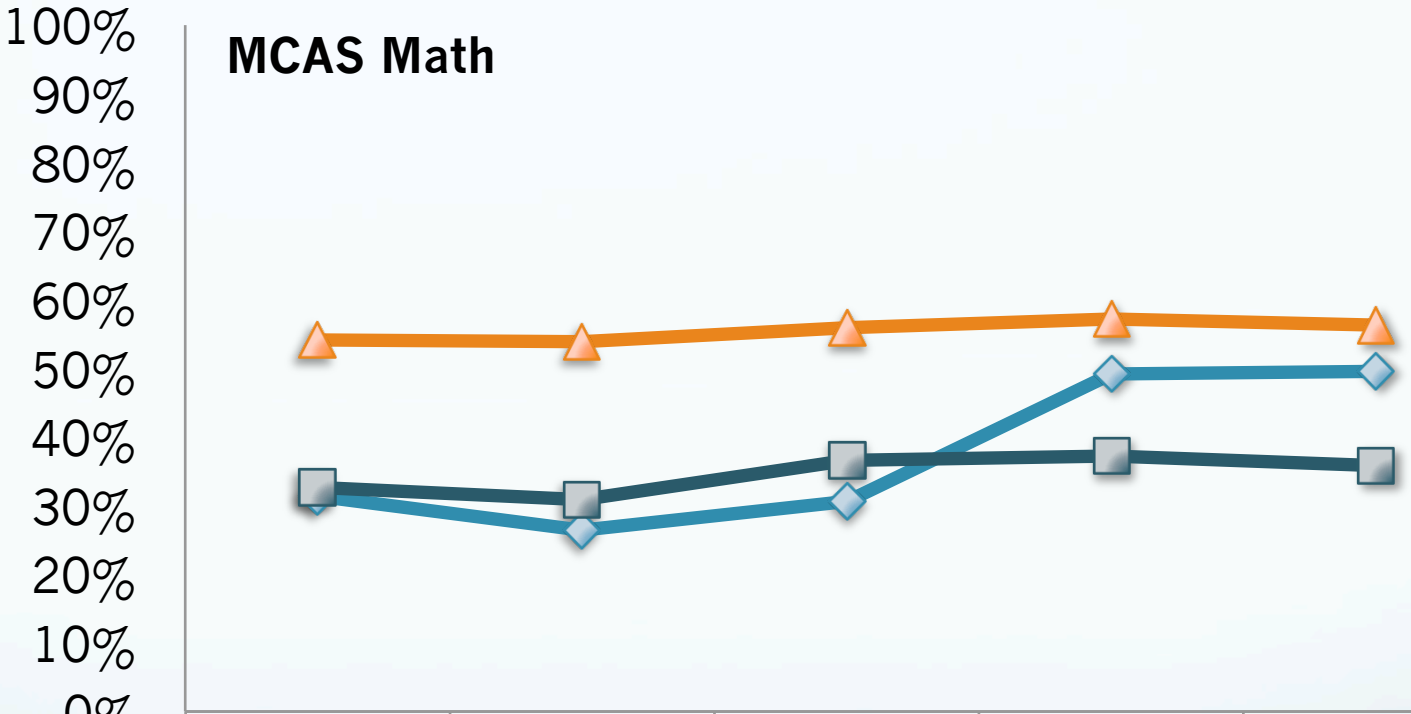
SGP- is a measure of how much a student has improved—or grown—academically from one year to the next as compared to his or her academic peers.

The Rafael Hernandez K-8, Boston Public School MCAS % scoring proficient or higher



	2006	2007	2008	2009	2010	2011	2012
Hernandez Gr3-5	34%	46%	34%	39%	41%	39%	37%
Boston Gr3-5	30%	34%	30%	33%	36%	36%	34%
State Gr3-5	56%	59%	55%	58%	60%	60%	60%

The Joseph J. Hurley K-8, Boston Public School MCAS % Scoring Proficient or Higher

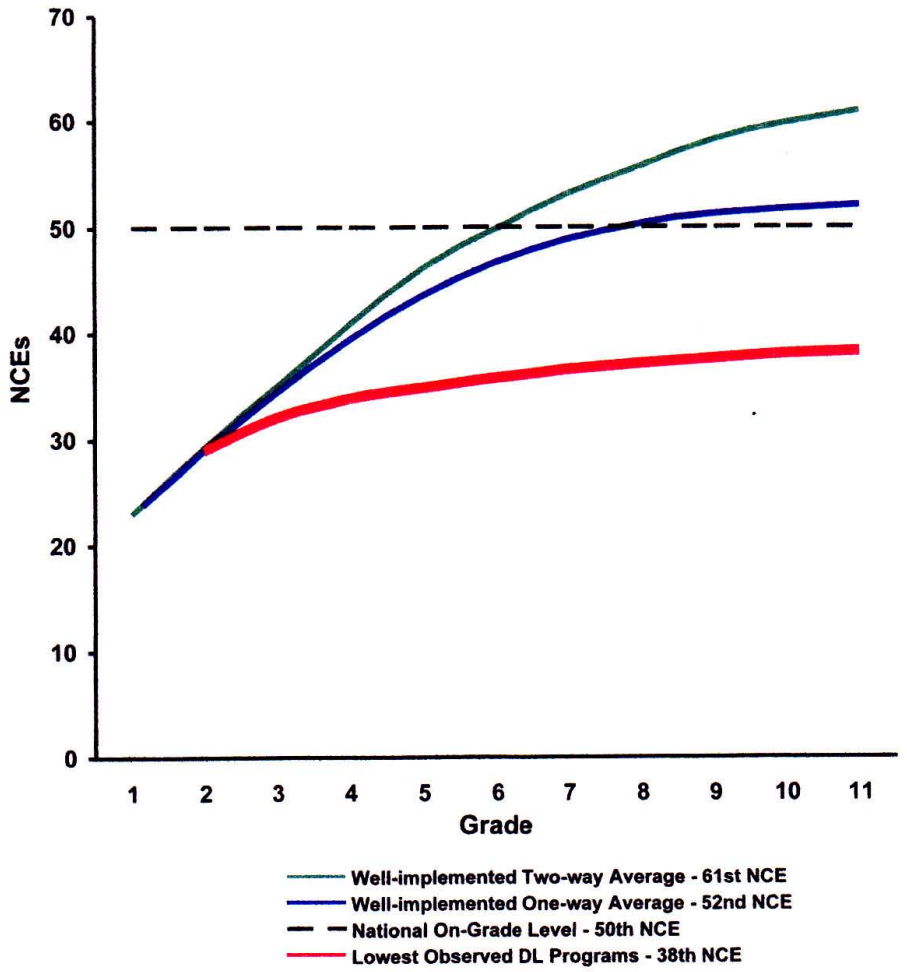


	2008	2009	2010	2011	2012
Hurley Gr3-5	31%	26%	31%	49%	50%
Boston Gr3-5	33%	31%	37%	37%	36%
State Gr3-5	54%	54%	56%	57%	56%

Figure 7.3

Long-Term Effects of Dual Language Education

Program Implementation Differences
on Student Achievement Outcomes
From Thomas and Collier Data Sets — 1985-Present



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Resources

- *Dual Language Education for a Transformed World, Wayne P. Thomas & Virginia P. Collier, 2012*
- *English Language Learners in North Carolina, 2010 – Year 2. Wayne P. Thomas & Virginia P. Collier (http://esl.ncwiseowl.org/)*
- *Dual Language 101 & Tools to Support High Quality Planning & Implementation - Dual Language Education of New Mexico (www.dlenm.org)*
- *Dual Language 101 – Community and Family Presentation. Dual Language Education of New Mexico (www.dlenm.org)*